THE ATA MAGAZINE

CEDAR WAXWING

No. 10 • BIRDS OF ALBERTA SERIES

JUNE 1961

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THE MONTH'S COVER STORY

Professor Hampson's story of the Cedar Waxwing, our cover picture for this month, appears on Page 16. Comments received from our teachers indicate that our "Birds of Alberta" series of covers has been very popular. We still have on hand a few of the sets of twelve pictures in the series ($2) for readers who would like to have them but who missed the original notification. About next year?—see Page 4. In the meantime, happy holiday.

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THE ATA MAGAZINE

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Notice of change of address, stating both old and new addresses, should reach the editor at least one month before publication date.

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EDITORIAL

An End and A Beginning

Our last issue of Volume 41 marks the end of yet another year in the history of *The ATA Magazine*. A busy and interesting year it has been! Ten issues have been published, ranging from 48 pages to an 80-page issue. Our circulation touched an all-time high averaging 15,350 copies.

An outstanding feature of Volume 41 has been the four-color "Birds of Alberta" covers. These have won praise not only from our members but from readers in other provinces and other countries. We have been particularly pleased to hear that our cover pictures are being used in classrooms. All of them have been produced from 35 mm. transparencies taken by Professor Cy Hampson of the Faculty of Education, University of Alberta, whose genius has won for him wide acclaim as one of North America's best wildlife photographers.

We continued during this magazine year to try to offer our readers a variety of articles slanted towards the growing concern for professionalism among members of the Association. Information about specialist councils, their organization and inaugural conferences, news from the curriculum front, views of the principal's function, articles on social studies, mathematics, research, helpful hints for beginning teachers, public relations, English, television in the classroom, education of the gifted, and articles on many other topics of professional interest were a few of the items published.

Material appearing as official notices increased sharply this year over past years. Some of this information hardly qualifies as an official notice but publication seemed warranted because of the wide-ranging interests of our members.

After this issue goes into the mail, we will move into plans for Volume 42. First of all, we can announce that, because of the popularity of our covers for this

year, we have completed plans for a series of four-color photographs of animals of Alberta, all produced from transparencies taken by Professor Hampson. Next, after almost ten years of using eight on ten-point Corona as our body type face, we will move to ten on eleven-point Times Roman. We believe that this type will improve the visual effect on the reader and will prove to blend better with the type faces we use for headings, titles and lead-ins.

One of the more knotty problems we hope to solve in planning for the 1961-62 magazine year is what to do about the regular feature "News from our Locals". The magazine readership survey leads us to believe that our readers would not complain if we dropped news from locals as a regular feature and used the space instead for expansion of other more popular features or for the introduction of new features.

We hope to be able to do more picture stories next year and to introduce a column dealing with promising practices in the classroom. Early in the fall we hope to do a feature story on the Board of Administrators of the Teachers' Retirement Fund and to introduce to you the people who work in the TRF office in Barnett House. In response to a growing interest in pension information and problems we hope to be able to include a column dealing with such matters in some, if not all, of the next ten issues.

One of the highlights of Volume 42 is bound to be progress reports on the construction of our new headquarters building on 142 Street in Edmonton. This will culminate in the report of the official opening on a date yet to be decided.

And now, as we put this June issue "to bed", the editorial staff wishes many happy and restful years to those teachers for whom June 30 marks the close of their teaching careers. For those who have but completed another year of teaching let us wish a happy holiday or success in your summer school work. Let us thank our authors and our production staff for their part in making our magazine year successful. And finally, our thanks go to our readers for their letters and opinions. May they continue in 1961-62!

LAWRENCE G. DERTHICK

Education—

Dr. Derthick is assistant executive secretary for educational services, National Education Association, Washington, and was formerly US Commissioner of Education, Department of Health, Education and Welfare. He was a feature speaker at the ceremonies held in Medicine Hat marking the opening of Education Week, 1961 and chose the Education Week theme for the title of his remarks. This article is adapted from his address.

WE OF the West have long been deeply concerned about and heavily committed to education. We have known full well that a nation could indeed be measured by the level of education its people attained. But this great truth has a new and much more vital significance today. Whereas, once land was the basic economic factor, then capital—today, brainpower is the basic economic factor.

This is why education in these times has achieved a great new posture of significance and why we are no longer taking this marvelous blessing for granted — as we have so many of the benefits of our freedoms.

Education does provide the measure of a nation and, in the democracy, makes the difference in developing responsible and economically and militarily able citizens of discriminating judgments and willingness to sacrifice and serve at a high level the ideals of their country and the cause of world peace and brotherhood. Education also determines the measure of a Communist nation in terms of its ability to attain those sharply different objectives of the planned society.

And with the Communists the race for supremacy has become a race for knowledge. This new-found conviction and faith in education by the USSR, for example, plus the tremendous efforts to develop and upgrade educational systems by the underdeveloped (or as they like to be called) developing, countries has done much to awaken the democracies to the fact we must indeed cease to take our educational advantages for granted—that all citizens must have a revitalized interest in and concern for education and

Measure of a Nation

that all must shoulder responsibilities and give powerful support in the race for knowledge which will give us the necessary brainpower to survive and thrive as we enter upon an uncertain and overwhelmingly complex but potentially wonderful space age.

As head of the first official delegation from the United States to study the schools of the Soviet Union and because your Education Week theme is such a sharp reminder of the terrific Soviet commitment to education—for their own purpose, of course—I shall draw heavily upon my experience and begin by quoting a few excerpts from one of my reports which further emphasize the significance of what I have called "the race for knowledge".

> Everywhere one goes in the USSR one is struck by the overwhelming zeal and enthusiasm which the people have for schools. It is a kind of grand passion with them in a setting of competition. Everywhere, from the wheat fields of the Ukraine to the Siberian tundra, one sees the slogan: "Reach and over-reach America." And everywhere the people appear to respond under the conviction that education, in addition to hard work and the postponement of many creature comforts, is the way to win their place in the Sun—and on the Moon.
>
> Education reaches far beyond school-age children and youth and grips the interest of hundreds of thousands of workers who also are full-time students; hundreds of thousands of others use their spare time to take correspondence courses. They do this not because they have to, but because they want to, because they believe that being well educated is more important than anything else. In Russia, I am sure they anticipate the day when their race for knowledge will bring them other rewards, such as fin-tailed cars, lavishly gadgeted homes, and fashionable clothes. Right now, as we saw it, good schools and universities are the necessities in their race for knowledge.
>
> We are, whether we like it or not, in a race for knowledge with a nation of vast resources, a people of seemingly unbounded enthusiasm for self-development, governed by a ruling hierarchy which is determined to use that self-development to cast about the world the shadow of Communist domination. The question is, are we willing with a sharpened sense of our values, to work and sacrifice to bring the American dream to fulfillment?

I am sure that citizens of Alberta, like those in the United States, under the pressure of the great new significance of education in this crucial age, have searchingly re-examined their schools, and I presume there have been sharp criticisms. At least, this is true with us. I should like to consider with you the attitude I think we school people should take toward constructive criticism in a democracy and some of my thoughts on quality education, and in doing this I shall use our own situation to illustrate and you can make your own applications if and when appropriate.

We have had and continue to have a great debate on educational issues in the United States. Generally I think this has been a good thing, for it has done more than perhaps anything else to focus attention on the critical importance of education and the fact that brainpower has become the basic economic factor of today. As school people we should welcome this public discussion and should find encouragement in the intense interest in our work. Obviously we can contribute much to clarifying the issues, and we can learn much. Therefore, we should engage in the debate vigorously.

We have ample documentary evidence to show that our schools are better than they have ever been before, but this is not enough. Because of the great explosion of knowledge and due to the fact that brainpower has become the primary factor in the cold war or in peace, we cannot relax in the knowledge that our schools are better. They must be much better still. One of the problems heretofore has been that all too many citizens have neglected their responsibilities in understanding and supporting schools,

and in a sense of values about their critical importance.

Answers to quality education

The answer to quality education is, first of all, an aroused citizenship that is deeply interested and vitally concerned and that is willing to give of self as well as money. In this world we get what we pay for, in education as everything else. In our country important commissions and key leaders have been almost unanimous in their agreement that educational expenditures must double within the present ten-year period.

Another primary answer to educational improvement is research. Heretofore, we have been spending only a fractional part of one percent on educational research, whereas industry has been allocating regularly from ten to fifteen percent of its operating budget for that purpose. The results we see in all of the marvels produced by present day industry. Our people are beginning to wake up to the need for educational research and funds are increasing steadily. The results are most promising.

The key factor, of course, in improving the quality of education, is the teacher. Our profession is responsible constantly for upgrading itself in terms of higher standards and the public is responsible for supporting our efforts. Given the well-trained teacher of integrity and dedication, with deep insights and great understanding of children and youth and the way they learn and grow, and the power to engender sound attitudes, and the spirit of hard work in terms of needs and abilities, we can produce a top quality product. It is desperately important that we do so.

I would like to emphasize two of the most vital tasks for education in your country and mine if the schools of democracy are to have adequate dimensions to meet the challenge and to preserve our freedoms. These tasks also have strong applications to citizens outside of schools.

The first of these has to do with keeping ever before us a clear image of the meaning of democracy and of acting as individuals must in the light of this image.

We must face the fact that Communism, as it operates in the Soviet Union, appears to be on fire with a deep sense of purpose of the Soviet brand. The Soviet people have committed themselves, something like the commitment in a religious crusade, paradoxical as it may seem to compare the aggressive atheism of a godless people with the things of the spirit and the good life.

Against this rising tide of Communism, there are those who feel disturbed at some indications that the West is going soft with prosperity and is forsaking the deep springs from which freedom draws her strength. Recently one of the wisest of Western statesmen, Chancellor Adenauer of West Germany, calling attention to the terrifying world situation, besought the German people and the free West to marshall their spiritual power against the threat of world Communism. According to the press report, he was clearly in an unhappy mood and his words were said to be almost despairing as he discussed the insatiable striving of the German people for materialistic well-being. "This quality must be uprooted," said the Chancellor. "Unless our people change fundamentally, we shall be dead of old age in 40 years."

And for your country and mine, I think we would agree that our danger, likewise, is not from without. We must face up forthrightly to the dangers of having our strength drained away if we put material things first, if we become obsessed by the luxuries and comforts and gadgets that make our way of life such a never-ending miracle, which in proper perspective may be good, but which if allowed to fall out of balance

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Dr. Derthick was head of the first official delegation from the United States to study the schools of the Soviet Union and he punctuated his talk with excerpts from his reports on the trip.

can cost us our sense of values and destroy us.

What then is the price of responsible citizenship? Can we at the grass roots, where the primary source of the strength or the weakness of democracy is found—and I quote Professor Berman — ". . . freely through voluntary associations, pour into [our] social order the same spirit of service, self-sacrifice, and common purpose that under the Soviet system is induced by party discipline"? Can we indeed hold fast to the old values in which our strength has been rooted and continue to be a people who do justly, love mercy and walk humbly before God? My answer is emphatically in the affirmative. We can, not only because we must, but also because in no other way can we be true to our ideals and our traditions.

"As I see it, the overriding issue in education today, and one highlighted by the Russian challenge, is how to work better together to invest in the brains and ability and enthusiasm of youth reared in, and dedicated to, freedom so that the rich dividends which accrue from such education can be spent to make our planet Earth offer a better way of life to all than heretofore."

How then can we ignite our spirits with a burning zeal for democracy and engender in youth a vivid and moving understanding of the meaning of freedom? How can we do this so that we and our children will be filled with a fervor for the democratic way that will more than match the fervor of the Communists for a way of life which we are convinced would destroy the freedom which our forebears have won for us at great costs and by severe sacrifices? How can we strike deep into our very hearts the conviction that these great freedoms of ours can be preserved only by eternal vigilance and dedicated service for our very way of life?

These are some of the questions that I would like to discuss with you and, looking at the task through my teacher eyes, I shall probably place heavy stress upon the job to be done with youth and through the schools. But I would also have you remember that events are moving at such a tremendous rate today we cannot build for the future with our dependence primarily upon youth. We adults must pray with that old gospel song, "Oh Lord, send a revival and let it begin in me." Moreover, there is much for each of us to do to strengthen the developmental programs for youth through home and church and school. And as we do this, we shall be practising the ways of the good citizen in service for others and by example.

Where shall we begin?

As I suggested earlier, we must teach and otherwise engender the clearest kinds of concepts about the meaning and high purposes of democracy and keep ever before us the contrasts with Communism. We must recognize and reach for the idealism of youth and understand how they respond dramatically to ideals which they can grip and grasp and act upon. The approach to Communist youth to secure their loyalty is carefully designed to appeal to their kind of idealism, their lack of understanding of the values of freedom and their background of regimentation. But what a superior advantage we have in captivating our youth because the ideals of democracy are in tune with the highest expression of the human spirit. They are drawn from the teachings of Christianity and are in harmony with the great teachings of all times, impregnated with the wisdom of the best men and the most inspiring philosophers who have ever lived. These values, then, we must teach systematically, dramatically and with a burning heart. Our youth must know that democracy is not a blessing they can take for granted.

(Continued on Page 40)

The Principal

as *Consultant*

If a principal hopes to help a teacher to become a better teacher, he should know what research and professional opinion have to say about such supervisory functions.

AT THE outset it should be recognized that there are two major ways by which teachers improve. One way is by learning more about teaching and the subjects taught. The other is by being challenged by the job and being stimulated to put into practice their present knowledge of good teaching. It is upon these two generalizations that a principal may build his supervisory program. The first generalization draws attention to his role as consultant. The second emphasizes his role as motivator.

As a consultant

The consultation function in supervision is usually equated with inservice education and it may be carried on with individual teachers and/or with groups of teachers. Either way the purposes of consultation are the same: to keep teachers abreast of new knowledge; to help teachers seek solutions to problems; and to eliminate deficiencies in the teacher's background preparation.

Individual consultation may take the form of inducing a teacher to engage in learning activities which are independent of the school, such as professional reading, attendance at summer sessions, membership in specialist groups*, enrolment in correspondence courses, or any other specific, private studies that a teacher may undertake in relation to his work. The principal's role here is largely one of facilitating and encouraging. He must be alerted to the possibilities of making individual learning an outgrowth of group activities. He must see that information concerning opportunities for individual study are brought to the attention of his teachers. And he must see that a professional library is developed and must encourage its extensive use.

Individual consultation may also take the form of helping a teacher solve a specific classroom problem. The principal should develop a kind of relationship with staff members such that they feel it both safe and profitable to discuss their problems with him. Having become aware of a problem, the principal may himself act as consultant if it is within his competence to do so, or he may arrange for the teacher to work

*Such as ATA specialist councils

JOHN H. M. ANDREWS
and WALTER H. WORTH

...t and *Motivator*

with some other person who is competent in the particular field. Typical methods for this form of consultation include intervisitations between teachers, teacher-principal conferences, classroom visitation by the principal, teacher conferences, and the like.

Group consultation involves those group activities organized within a school which promote teacher growth. Research has shown that such activities are most satisfactory when they provide maximum opportunity for teachers to: identify the problems on which they want to work; decide on ways and means of attacking these problems; work in an atmosphere of mutual support and permissiveness; and move from thought and study into action with a minimum of difficulty.

These group activities take many different forms and serve many different purposes. They may be classified as follows:

—task-centred activities—working on a particular, limited job, for example, revision of the report card;

—production-centred activities—preparation of particular materials or equipment, for example, a resource unit in social studies;

—skill-centred activities — development of skills needed in teaching, for example, remedial reading program;

—policy-centred activities—development of general guides to action, for example, policy governing participation in extra-curricular activities; and

—idea-centred activities—clarification of concepts or philosophy, for example, point-of-view about school morale and discipline.

There is some anecdotal evidence to suggest that in the early stages of group study it is best to focus on task-centred activities and gradually work toward idea-centred activities as teacher competence and interest in group work increase.

The most common, and potentially the most effective vehicle for inservice education, particularly in schools having a full-time teaching principal, is the general staff meeting. Staff meetings should be developed in accord with the four characteristics of group activities noted earlier. Often, however, these meetings are devoted to a consideration of administrative trivia related to school management rather than to promoting professional growth. Yet recent research done in this province reveals that both teachers and principals prefer staff meetings which emphasize the latter approach. This general agreement between teachers and principals that staff meetings should place more emphasis on inservice education activities draws attention to the need for a careful examination of existing practices to find out why we perpetuate them even though we believe that they are undesirable.

As a motivator

But helping teachers to acquire more knowledge about teaching and the subjects which they teach is not the only method of helping them to become better teachers. Another way is for the

principal to exercise his motivation function and establish and maintain a professional atmosphere in the school. In such an atmosphere teachers realize the importance of their place on the staff, recognize the value of their colleagues, take pride in their present level of competence, and strive to become more competent. The result of these conditions is not only better teaching, but also more deeply satisfied teachers who find in their jobs the opportunities for self-realization which they would otherwise have to seek elsewhere.

In his role as motivator the principal has a unique function—a function no other supervisor can perform as well. For research has shown that it is the immediate supervisor in any organization who is of vital importance in motivating workers. In schools, the immediate supervisor is the principal. Other supervisors can assist in performing the motivation or stimulation function, but only the principal, who is an integral part of the school social system, can be really effective. Moreover, if the principal does not take the lead in developing a professional atmosphere in the school, it is likely that it will not develop. Even if the staff is composed largely of teachers who, individually, are highly professional in their work, this atmosphere does not usually characterize the school as a whole without the consolidating influence of the principal. And if their professional attitudes remain individual, then teachers do not have the sustaining influence of the group or the stimulating influence of colleagues to assist them in further growth.

The authors are members of the staff of the division of educational administration, Faculty of Education. Both Dr. Andrews and Dr. Worth have been directors of the Leadership Course for School Principals, and Dr. Andrews is a director of the ATA Council on School Administration.

Research findings on supervision

Research offers no clear-cut, specific directions as to how to go about developing a professional atmosphere in a school. But from research in business and industry, educational administration, and the social sciences, there have emerged some generalizations which a principal should take cognizance of when trying to perform the motivation or stimulation function. These may be summarized as follows.

- Many, if not most, people work well below the level of which they are capable because of a lack of inspiration and a vital, personal interest in the things they do as part of their jobs.
- Job satisfaction increases when workers know what the supervisor expects of them and can predict his actions.
- Supervisors of more productive groups tend to supervise less closely and delegate more authority than do their low-producing colleagues.
- Supervisors of more productive groups tend to maintain an "employee-orientation".
- Worker participation in planning strengthens motivation and commitment to change.
- Opinions, attitudes, and behaviors are more easily changed in a group situation.
- Concern for the welfare of the worker leads to increased production and satisfaction.
- Extreme emphasis on either human relations or production produces both low productivity and low morale.
- Changes in the work situation which have the effect of changing established patterns of social relationships among group members are very likely to be strongly resisted by their informal organization.
- The development of subgroups or cliques decreases the cohesiveness or solidarity of the group as a whole, and decreases the effectiveness of the norms of the group in influencing behavior.

How can these generalizations be

translated into a program which will result in the attainment of a professional atmosphere in a school? As indicated earlier, it is at this point that there is a paucity of research knowledge. It does seem, however, that establishing a professional atmosphere in a school is not accomplished by initiating a program consisting of specific activities. For the term program to be appropriate in connection with the motivation function, it must be interpreted much more broadly. There are procedures which may be recommended with some confidence, but in most cases they pertain to the general attitude and behavior of the principal in all aspects of his operation rather than to a specific, self-contained program. The following are illustrative of these kinds of procedures.

- Examine existing provisions for supervision in the school to ensure that they do not, in fact, constitute a denial of professionalism in the teachers. Such practices include those which emphasize criticism rather than assistance, those which imply that the supervisor is more proficient in any field than the teacher who specializes in it, and those which do not recognize that many different styles of teaching are equally effective. In short, ensure that there are no supervisory practices which detract from the professional dignity of teachers.
- Take an interest in the teachers, showing consideration for their interests and wishes.
- Remove as many as possible of the sources of frustration for teachers — those things which needlessly interfere with their classes, the time-consuming keeping of records which may not be necessary, the meetings which serve no essential purpose, and the like.
- Discuss with the teachers what should be expected of them in the way of specific duties and of general performance of the teaching job. Ensure that these expectations are understood by all staff members.
- Treat all teachers on the staff as competent professional people until they demonstrate that they are not—and even then, treat failure as a temporary lapse or as a specific weakness. Most people can admit a temporary lapse or a specific weakness without any great loss of self-esteem. Few people are able to concede a long-term, general weakness.
- Encourage teachers to feel personally responsible for the school as a whole by seeking their advice on important policy matters.
- Make a point of recognizing the accomplishments of staff members. Depending on the circumstances, this may be done privately, publicly within the staff, or publicly within the community.
- Provide frequent opportunities for staff members to meet socially under informal circumstances. An adequate staff room for this purpose qualifies as an indispensable supervisory facility.
- Above all, the principal should show himself to be keenly interested in the education of children, vigorous in his attempts to improve the operation of the school, and reasonably courageous in implementing new practices. In short, the principal must offer the staff real leadership in professionalism. He must set an example in motivation—a kind of motivation which is contagious.

The principal who assumes the general attitude and follows the pattern of behavior indicated by the foregoing generalizations and procedures should experience some measure of success in his role as motivator. And success in the motivation function is vitally important, because increased teacher motivation improves instruction not only directly, but indirectly, because of its relationship to the consultation function. Obviously, in-service education activities can be successful only if teachers really want to learn. Activities which are based largely upon administrative decree or upon financial incentives are bound to fail. Thus, it is apparent that the motivation and consultation functions are closely related in practice. And together they constitute the heart of the principal's supervisory program.

News From

Mathematics Council

The Mathematics Council has scheduled its inaugural conference for August 16 to 19, 1961 on the campus of the University of Alberta in Edmonton. Guest consultant for the conference will be Dr. Julius Hlavaty, DeWitt Clinton High School, New York. Other speakers and consultants include: W. F. Coulson, assistant professor, Faculty of Education, Edmonton; R. C. Jacka, associate professor, Department of Mathematics, University of Alberta, Edmonton; L. W. Kunelius, inspector of high schools, Calgary; S. A. Lindstedt, associate professor, Faculty of Education, University of Alberta at Calgary; and N. M. Purvis, associate director of curriculum, Department of Education, Edmonton.

The program for the conference will include addresses, group discussions, demonstration lessons, films, and displays.

Modern and Classical Language Council

The inaugural conference of the Modern and Classical Language Council was held on the campus of the University of Alberta in Edmonton on Friday and Saturday, April 28 and 29. Over 130 members were in attendance.

Highlight of the conference was an address by Dr. Robert Gauthier, director of French instruction, Department of Education, Ontario. Dr. Gauthier discussed the Tan-Gau method of teaching modern languages.

Other speakers included Professor B. E. Walker of the Faculty of Education, Edmonton, who spoke on "A Three-Year Language Program in the Senior High School"; Dr. J. W. Goertzen, teacher, West Jasper Place, who discussed "The Use of Visual Aids in Modern and Classical Language Teaching"; and R. G. Motut, assistant professor, Department of Modern Languages, University of Alberta, Edmonton, who gave a demonstration on the use of the language laboratory.

Dr. Motut was elected president of the council and W. E. Kostash, 14716 Park Drive, Edmonton, was elected secretary-treasurer. Applications for membership in the Modern and Classical Language Council, accompanied by the $5 membership fee, should be forwarded to Mr. Kostash.

Dr. R. G. Motut (right), president, and W. E. Kostash, secretary-treasurer, look over plans for council activities, following their election during the inaugural conference.

Specialist Councils

Council on School Administration

The Council on School Administration has announced a one-day summer conference which will focus attention on "New Directions in Education". The conference will be held in the Macdonald Hotel, Edmonton, on Friday, July 21. For a brochure write the conference secretary: R. E. Shaul, supervisor of junior high education, Edmonton Public School Board, 10733 - 101 Street, Edmonton.

English Council

The major papers given at the initial conference of the English Council last April are to be published in booklet form by the Association. Copies will be mailed out to all registered members of the Council who attended the inaugural conference and paid the $3 registration fee at that time. Extra copies will be available at 50¢ each from the Council's treasurer, Frank Ackerman of Stettler, after July 1.

The booklet, to be entitled, "The English Teacher", will contain articles on the teaching of language, the teaching of literature, the teacher as a literary critic, reading, the library in the elementary school, and the banquet address by Associate Professor E. W. Mandel titled, "Contemporary Canadian Poetry: The Angry Poets".

Physical Education Council

The provisional executive of the Physical Education Council is planning an inaugural conference in Calgary for the Thursday and Friday of Easter week, 1962.

Provisional Executive

E. F. Bardock (Chairman)
Principal, Trochu School

Miss Audrey Carson
Assistant Professor of Physical Education, University of Alberta, Edmonton

Miss Marion Irwin
Assistant Supervisor of Physical Education, Edmonton Public School Board, Edmonton

D. deF. Macintosh
Assistant Professor of Physical Education, University of Alberta at Calgary

Robert Neufeld
Teacher, Grande Prairie

Ranald White
Teacher, Queen Elizabeth High School, Calgary

E. J. Ingram (Secretary)
Executive Assistant, Barnett House, Edmonton

A three-day seminar will be held at Banff, August 17 - 19, for three representatives from each of the Association's specialist councils, to give each council an opportunity to consider possible future activities and to discuss liaison among the councils and between the councils and the Association. The concept of specialist councils and the matter of financial and other assistance from the Association will also be seminar topics.

Cover Story

The Cedar Waxwing

The soft, silky plumage of the cedar waxwing sets him apart from most other native species. This summer waxwing is smaller than the Bohemian waxwing of winter and lacks both the chestnut area under the tail and the white wing-patch of the latter. Moreover, the "cedar bird" has the breast suffused with pale yellow as opposed to the uniform grey breast of his larger relative. Both have the jaunty crest and bright red flattened extensions of the secondary feathers of the wings.

Cedar waxwings are somewhat erratic in their movements and are often almost the last of the birds to arrive from the south. Even so, they make their appearance in small flocks well before their breeding season to indulge in an interesting and leisurely courtship. At this season pairs of birds may often be observed sidling gently up to one another and passing flower petals or bits of greenery back and forth for extended periods. One is left with the impression of having witnessed an unexpected display of solicitude, touching in its simplicity.

Both parents work at nest building, bringing quantities of material to the site which may range from three to fifty feet above the ground. Small stems, twigs and grass usually form the major items although finer plant and animal fibres may be used extensively in some habitats. In muskeg areas, I have found many nests constructed almost entirely of moss and lichens while nests constructed in grazing areas may be built chiefly of wool. Cedar waxwings are well represented in both rural and urban areas and in the latter case often nest in our ornamental shrubs utilizing such materials as twine and bits of cloth. The normal set of eggs is four or five, the eggs having a peculiar greyish-blue ground color ornamented with buffy blotches and a few irregular dark spots.

Since cedar waxwings commonly nest in July or August, the adults can take advantage of ripening berries and fruits to rear their broods. Although at first only insects are fed to the tiny naked chicks, in a few days juneberries, saskatoons, strawberries, cedar berries, raspberries, and tame or wild cherries are added. Perhaps the most interesting item in their diet consists of the petals of various flowers. Locally, this waxwing may be responsible for some damage to orchards but he usually more than pays for his keep in the destruction of insect pests. Leaf beetles, carpenter ants, cicadas, scale insects, weevils, sawflies, and dragonflies are taken in numbers while the wholesale destruction of such pests as tent caterpillars have been credited to this bird.

The cedar waxwing is one of the tamest birds on the continent. While standing scarcely a foot from the nest I have watched the adults come in to feed the chicks. They appeared completely fearless as they emptied their crammed gullets of every last berry and unhurriedly departed in search of more. I have never known these birds to quarrel among themselves or with other species. On the contrary, I have several times observed a number of them perched in a row busily passing a single berry from bird to bird all along the line and back again!

Cedar waxwings are not noted for their accomplishments in song. I have heard them utter only a high-pitched, sibilant whistle which seemed to serve as a call note and, more rarely, a few low warbling notes which carried no farther than a few feet.

The cover picture was taken in July from a blind erected upon a platform on the roof of my car.

—Cy Hampson

Alberta Education Council Meeting

Symposium Conducted on Recommendations of Cameron Commission

The Alberta Education Council, an affiliate of the Canadian Conference on Education, held its annual meeting in Red Deer on May 12. The Alberta Teachers' Association was represented by E. J. Ingram, who is secretary of the Council, and Executive Secretary Dr. S. C. T. Clarke.

The highlights of the conference were a symposium on actions taken to implement the recommendations of the report of the Cameron Commission and a luncheon address by the Hon. A. O. Aalborg, Minister of Education.

Dr. T. C. Byrne, chief superintendent of schools, acted as moderator of the symposium. Speakers included Mrs. R. V. McCullough, president of the Alberta Federation of Home and School Associations, Inc.; the Hon. A. O. Aalborg; R. Warren, superintendent of Calgary Public Schools; and Dr. Clarke.

Speaking of this organization's actions in implementing the Cameron report recommendations, Dr. Clarke stated that The Alberta Teachers' Association had provided a service by publishing a condensation of the report. Nearly 18,000 copies of this condensation have been distributed throughout Alberta. The Association is also producing a monograph on actions taken by various groups to implement the recommendations of the report.

Dr. Clarke dealt specifically with Recommendation 155. Efforts to implement this recommendation include:

—a revision of the code of ethics and the development of standards of professional conduct to point out more clearly the professional responsibility of teachers;

—the establishment of a Professional Relations Commission to deal with disputes between members of the profession; and

—the establishment of a Professional Load Committee to investigate all matters pertaining to the professional load expected of and carried by teachers, both during and outside of school hours.

Dr. Clarke also informed the meeting that The Alberta Teachers' Association is doing a great deal to improve the competence of teachers. It has recently established nine specialist councils in the various subject areas and service specialties. The purpose of these councils is to improve instruction by increasing members' knowledge and understanding of their specialty. The Association has also established other services and programs to assist teachers to improve their practice.

One of the major studies of the Cameron Commission report undertaken by the Association was in the area of ac-

The Alberta Education Council is an affiliate of the Canadian Conference on Education and was organized in 1958. Objects of the council are:

- to promote the interests of education in the Province of Alberta;
- to participate in the activities of the National Committee for the Canadian Conference on Education;
- to maintain close liaison with member organizations and with other organizations interested in education.

DEPARTMENT OF EDUCATION

Official Bulletin

No. 209

Dismissal of Pupils during Departmental Examinations

The following statement is a summary of certain sections of Form Ex. C1, *Re Examinations, 1961.*

On the day prior to the first day of the Grade XII final examinations, the Grade XII students shall be dismissed. They should not be required to attend even though they are registered in high school non-examination subjects. During the examinations the Grade XII students should be marked neither present nor absent.

Grade X and XI students may be dismissed during the seven days of examinations only upon permission of the autonomous school board. Attendance credit should be given only when the students are in actual attendance.

In graded schools, pupils in Grades VII and VIII may be dismissed at the beginning of the examinations only upon approval of the school board. In one-room schools which have been approved as writing centres and where candidates from one school only are writing, pupils above Grade III are required to remain at school while examinations are being written.

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creditation. A large representative committee of Association members has been studying accreditation for nearly a year. A monograph on accreditation has been published and distributed to all interested parties and a study of the attitudes of teachers to accreditation has also been made.

During the luncheon address, Mr. Aalborg outlined trends in education which have either developed or may develop in the near future—

—rapid expansion of university facilities and enrolments;

—possible modification of the role and function of secondary schools by: the introduction of vocational training; more specialization in high school programs, for example, the academic high school, the vocational high school, etc.; more attention to the needs of handicapped and retarded children;

—better qualified and more teachers;

—the consideration of different ways and means of meeting the rising costs of education; education costs are going to continue to rise in the foreseeable future.

During the 1961-62 term, the Alberta Education Council plans to sponsor nine regional conferences on education and an Alberta Conference on Education. These conferences are preparatory to the Canadian Conference on Education which is scheduled for Toronto in February, 1962.

The new president of the Alberta Education Council is E. J. Ingram and the secretary-treasurer is S. A. Earl of the Faculty of Education.

Just So Much Time

THE PRESIDENT'S COLUMN

At our Annual General Meeting in April, a substitute motion for C10/61 was presented and approved, directing that a study be made of the professional work load that a classroom teacher might reasonably be expected to carry. The Executive Council at its meeting on April 28 and 29 struck a committee under the chairmanship of Miss Jean Scott of Edmonton, to make this study.

Few teachers will dispute the need for such a study. Current pressures for extending the school day, for increasing the amount of instruction time, for developing programs of inservice training for teachers, of action research for evaluating techniques, of testing and evaluation for pupil direction, of school evaluation, of extra-curricular activity for child development, and of school reorganization, present considerable additional load on teachers. They will demand many more hours of teachers' time in study, conferences, institutes, and seminars. Added to the proposal to lengthen the school day are such propositions as reducing the number of holidays in the school year, cutting off some of the summer vacation, and reducing the time taken from regulation school hours for conventions, routine clerical work, institutes, and similar activities. There is further the possibility that, through restriction of educational financing, pupil-teacher ratios will be raised by some areas in order to stretch the restricted funds over the education of more students.

No one has apparently considered what the cumulative effect of all this is to be on the classroom teacher. Most people agree that the most potent factor in the education of the child is his classroom teacher and most teachers would agree that nothing less than a constant struggle to upgrade the quality of educational service will improve our schools. However, it is growing clear that a dilemma is facing us in our efforts. It is not possible to require more of a teacher's time in study, planning, recording, and experimenting, while at the same time requiring more hours in classrooms with more children for more days. There is just not enough time available.

There is no doubt that all the proposals being advocated cannot be implemented. It is my firm conviction that the notion

New Staff Officer Appointed

The appointment of H. A. Doherty of Peace River to the position of executive assistant is announced by the Association. Mr. Doherty is expected to commence his duties after the end of this school term and will assist in the Association's economic welfare program.

Mr. Doherty is a native Albertan, born in Whitlaw in 1911. He received his early education at Medicine Hat, Youngstown, and Lloydminster and his normal school training in Edmonton. He holds B.Ed. and M.Ed. degrees from the University of Alberta. Except for periods of four and a half years with the Royal Canadian Air Force and two years at the university, Mr. Doherty has been teaching in Alberta schools since 1930. For eleven years he taught in various rural schools, for one year he was principal at Marwayne, he spent four years on the Edmonton Public School staff, was principal of Mannville School for six years, and since 1959 has been principal of the T. A. Morris High School in Peace River. He has also served for six years on the departmental curriculum subcommittee on health and personal development.

H. A. DOHERTY

Mr. Doherty's ATA activities date back to the early thirties. He has had experience as president, councillor, and salary negotiator, and, except for the last three years, has always held some executive position at local or sublocal level.

Mr. Doherty is married and he and his wife have a family of two. Their daughter has completed her first year in education at the University of Alberta and their son will finish his high school next year. Mr. Doherty is a member of several organizations in his community: the Rotary Club, the Canadian Legion, the Masonic Order, and the Peace River Recreational Board. He is a member of the United Church of Canada.

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that the best way to improve education is to load more on the teacher for longer periods and to try to coerce him into using all of his out-of-school time for preparation, marking, and so on, will prove to be no improvement and will make impossible quality professional service in the classroom. A cooperative effort is required to bring about a practical integration of these proposals. It was with this cooperative effort in mind that the committee on professional load was given the task of searching out some of the answers required for developing a proper framework within which progress can be made. The task of this committee will not be an easy one but I'm sure that it will be well and thoroughly done and will contribute a cornerstone for the framework required.

And now let me wish all of our members a refreshing summer vacation, success in your work at summer school, and time to think pleasantly of the year's work which is by now so nearly ended.

OUR LIBRARY

Purchases of new books for the ATA Library will be made during the next two months. We want to give maximum service to all our members by purchasing books which will be useful to them and therefore welcome suggestions from teachers for books to add to our library. The title, publisher, and, if possible, the publishing date and price should be supplied. Please forward all suggestions to E. J. Ingram, ATA Library, Barnett House, Edmonton.

Living in Towns

Dance, E. H. (from "Man's Heritage" series), Longmans, Green & Co., Toronto 16, Ontario; 70¢.

This book provides, first of all, a good historical background for an upper-elementary enterprise on towns, with clear, though small, illustrations, useful time charts, and interesting quotations from old documents. The second half of the book surveys present-day civic services and rounds off the topic with picture and map quizzes, suggestions for further reading, and titles of poems and songs related to the subject. —K.B.

Basic Goals in Spelling

Kottmeyer, William and Ware, Kay; Webster Publishing Co. (Available from Longmans, Green & Co., Toronto 16, Ontario); Grade I, 85¢, Grade VII, 95¢.

The first and last of this series of spelling workbooks were presented for review. The Grade I book emphasizes the need for much auditory training as a firm basis for good spelling in later grades. Manuscript writing is introduced in the spelling exercises as a functional, and not an isolated, mechanical skill. By the end of the book, the spelling of 51 commonly used words has been presented in natural situations.

The systematic, orderly arrangement of the first book is even more evident in the last of the series. Each unit is built around a specific theme, for example, "Words of French Origin" or "Synonyms". The book contains as well as weekly exercises, a section on grammar and one with a dictionary giving the etymology as well as meanings of words. This is preceded by a useful page on "How to Use a Dictionary". Throughout the book are paragraphs on "Interesting Words" which give not only their derivation but also changes of meaning.

—K.B.

You and University

Parmenter, Morgan D.; The Guidance Centre, Ontario College of Education, University of Toronto, Toronto 5, Ontario; pp. 104, 76¢.

You and University is a text-workbook prepared especially for students in their senior years of high school. It contains much detailed information about Canadian universities and suggests many learning activities to assist the student in making future educational plans. Consideration is given to courses available at different universities, entrance requirements, costs, financial assistance, and personal and academic qualities required of the student if he is to succeed.

This unit in the "Canadian Guidance Series" of text-workbooks may well be recommended for reading or private study by matriculation students who have no vocational course in their program. The booklet is bound and punched à la Key Tab for easy insertion in a standard three-ring note binder. —L. W. W.

Canada, Our Country, Part I

Garland, Aileen; The Macmillan Co. of Canada Ltd., Toronto 2, Ontario; pp. 348, $2.50.

The story of Canada has been told and retold many times and this book is

TEACHERS IN THE NEWS

Appointed to Senate

Of interest, particularly to Edmonton teachers, is the news of the appointment of Anne Carmichael, supervisor of Division I, Edmonton Public schools to the Senate of the University of Alberta.

Miss Carmichael who was born in Scotland came to Canada at an early age and completed her education in Sedgewick, Alberta. After attending the Camrose Normal school, she returned to Sedgewick to teach. She has been on the staff of Edmonton Public schools since 1928. Miss Carmichael holds a master of education degree and majored in the field of elementary reading. She represented Edmonton teachers on the Executive Council of The Alberta Teachers' Association in 1949-50 and for two years was president of the Edmonton Elementary School Local.

Promoted to Division Head

The University of Alberta has announced the appointment of Dr. W. H. Worth to the position of head of the division of elementary education, Faculty of Education, effective September, 1961.

Dr. Worth, who has been on the university staff since 1955, is presently associate professor of education in the division of educational administration. He holds B.Ed. and M.Ed. degrees from the University of Alberta and his Ph.D. from the University of Illinois. Dr. Worth is known to many Alberta teachers through his work as director of the Leadership Course for School Principals in its initial years, as an ATA guest speaker at fall conventions, and for his many articles in *The ATA Magazine* and other education journals. (He is co-author of the piece in this issue, "The Principal as Consultant and Motivator").

Retires as Division Head

The retiring head of the division of elementary education, Faculty of Education, Dr. W. D. McDougall, has held this position since 1950. His career of teaching in Alberta stretches back to 1916 and includes periods in rural schools, as principal at Viking, ten years with the Normal Practice School in Edmonton, five years at the Provincial Normal School, and since 1944 with the University of Alberta. Dr. McDougall has been a member of the Association since the early twenties, serving in various offices at local level during the period of his teaching service. He will be known to teachers as a Faculty of

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another in the list. *Canada, Our Country, Part I* begins with the Indian and Eskimo and develops Canadian progress through to about 1800. It is therefore largely devoted to exploration and settlement. It is written for the middle grades and features chapter headings as well as secondary headings which are very useful for this age group.

Of interest to the junior reader will be the simple but appropriate illustrations and maps. For the more advanced student of Canadian history there are little incidents which, although sometimes insignificant, are interesting and generally difficult to locate.

The text compares favorably to any junior high reference books on this subject used in Alberta schools today. The only major drawback is the fact that it tells only part of the Canadian story and thus a second volume is required. For this reason its use as a text is inconvenient. However, it does have a place on every Canadian history reference shelf. —A. B. M. H.

Education representative at fall conventions. Several of his articles in the social studies field have been published in *The ATA Magazine* and some of our older readers may remember him as editor of the magazine's "Teachers' Helps" column between 1937 and 1939.

Fellowship Winners

Two Alberta teachers, William K. Allan of Calgary and Horace F. McCall of Seba Beach, are among five persons from Western Canada who will take post-graduate work at Stanford University this summer on merit fellowships sponsored by the Shell Oil Company of Canada.

The fellowships are awarded to teachers of science and mathematics who have shown outstanding merit and leadership qualities. They will study latest developments in their fields at special university seminars. The seminars include advanced training in mathematics, chemistry, physics, and educational techniques, as well as lectures by leading mathematicians and scientists and weekly field trips to research laboratories and industrial plants.

City Superintendent Named

The appointment has been announced of H. A. MacNeil, now high school inspector with headquarters in Lethbridge, as superintendent of the Edmonton Separate School District.

Mr. MacNeil holds B.Ed. and M.Ed. degrees from the University of Alberta. His teaching career, begun in 1940 and interrupted by service in the RCAF and attendance at university, includes two years at Grassy Lake and five years as vice-principal at Grande Prairie. During these years he was an active worker in the Association. He was appointed as superintendent of schools in 1953 and served in Grande Prairie, East Smoky and Bonnyville Inspectorates. He accepted his present position in 1959. Mr. MacNeil succeeds A. A. O'Brien who will retire at the end of June.

Past President Dies

A past president of the Association, Gordon George Harman, died in Edmonton on May 26. Mr. Harman served as representative of Edmonton District on the executive of the organization during 1933-34 and 1934-35 when it was known as the Alberta Teachers' Alliance, and again in 1938-39. He was president for the 1935-36 term and was a delegate to the Canadian Teachers' Federation conference in August, 1935. Mr. Harman was born in Ontario, taught briefly in Manitoba, and began his teaching career in Alberta in 1911. He was on the Edmonton Public school staff from 1917 and was principal of Westmount School at the time of his retirement in 1953.

Honorary Member Dies

Allan James Watson, an honorary member of the Association and secretary-treasurer of Lethbridge School District No. 51, died in Edmonton on May 20. His teaching career in Alberta spanned more than 50 years, 37 of them with Lethbridge City, beginning with his appointment as superintendent of schools in 1924. Until 1936, he was also principal of the Lethbridge Collegiate Institute, and from 1936 to 1951, he was also secretary-treasurer of the school district. In 1951, he resigned the position of superintendent of schools but continued in the office of secretary-treasurer. Mr. Watson was born in Ontario, graduated from the University of Toronto and taught in Calgary and Edmonton and served as inspector in High River and Lethbridge Inspectorates, before his employment with Lethbridge City. Honorary membership in the Association was conferred at the 1955 Annual General Meeting.

He who will not reason is a bigot; he who cannot, is a fool; and he who dare not, is a slave.

— William Drummond

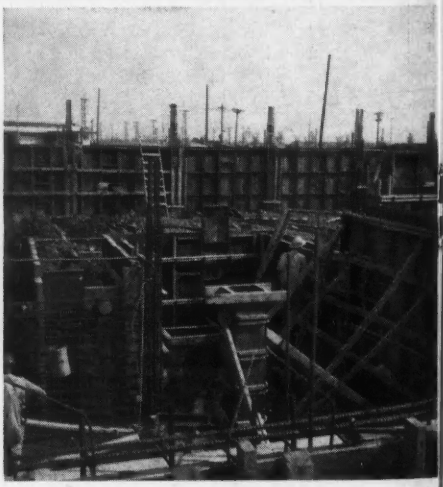
Progress Report—

April 29
At the left—Mr. Ingram points out the site to Mr. Eyres, and the earth moving equipment moves in.

Below—The excavation is nearly complete by May 16.

Above—Work on the main office area is progressing, and

Right—The basement forms are in around the furnace room by June 1



Architect's Sketch
New Barnett House

New Barnett House

The May issue of *The ATA Magazine* carried a notice on the debenture issue being offered members of the Association for the construction of the new building. The response has been very good. Over $70,000 has been subscribed at the time of writing. For those members who failed to read the announcement and for those who have not yet applied, the information is being repeated.

The amount to be raised by the debenture issue is $160,000, as authorized by the 1961 Annual General Meeting. The original sale is limited to members only. A sinking fund will be established out of which the annual interest will be paid and the debentures retired at the end of the ten-year period.

- Debentures will be issued in the amount of $100 or multiples thereof.
- Interest on debentures will be at the rate of six percent per annum beginning to accrue November 1, 1961 and being paid annually at that date.
- Subscriptions for debentures will so far as possible be dealt with in order of receipt subject always to prior sale.
- Any one purchaser will be limited to an investment of $5,000.
- Debentures will be fully registered and will be issued on a ten-year basis only.
- Remittance of the amount invested must be made by November 1, 1961.
- Purchase is limited to members of The Alberta Teachers' Association.

Application for Purchase of Debentures

To: Treasurer
The Alberta Teachers' Association
Barnett House, 9929 - 103 Street, Edmonton

I apply to purchase $..... in debentures for the construction of the new Barnett House. It is understood that I will remit the above money by November 1, 1961, from which date interest will be payable; otherwise, this application lapses.

Name (Miss) (Mr.) (Mrs.) .....
(Surname) (Christian Names)

Address .....
(Street)

.....
(Town or City)

Mail before September 15, 1961

ACROSS THE DESK

Appreciation from UNICEF

The National UNICEF Committee has announced that a total of $260,000 was collected by Canadian children in the Hallowe'en program sponsored by the United Nations Children's Fund last fall. This sum represents the efforts of 300,000 children in communities from Newfoundland to British Columbia who added the aspect of sharing to their Hallowe'en fun by collecting coins for UNICEF as well as treats for themselves.

Participants in UNICEF'S Hallowe'en project included groups ranging in size from the tiny villages of the prairies to the larger metropolitan areas in Southern Ontario. Many of the larger centres organized plans on a community-wide basis, while most children in towns and rural communities held their Hallowe'en project on an individual group basis with a teacher or club leader directing activities. As far away as France, Canadian children stationed with their parents continued to participate in "Hallowe'en for UNICEF" as they did when they were in Canada. Schools, churches, youth organizations and service clubs were among the main supporters of UNICEF'S program.

UNICEF'S voluntary operations have been in existence in Canada for the past six years. Beginning in 1955, the National UNICEF Committee was established as an organization to inform the public of UNICEF's work abroad and to encourage participation in the Hallowe'en program and the sale of UNICEF greeting cards. This year's Hallowe'en contributions of $260,000 were presented to Mr. Maurice Pate, the executive director of the United Nations Children's Fund at the New York headquarters in April by one of the young Hallowe'en canvassers from Quebec. Combined with the federal government's annual gift of $650,000, Canada's total donation to UNICEF will go a long way towards promoting the ultimate goal of good health for children in all parts of the world.

Reduced Fare Arrangements for Next Fall

The member railway companies of the Canadian Passenger Association are putting into effect again, this year, arrangements for travel between stations in Canada, under which special round-trip fares will be available to students of universities, colleges and other educational institutions, as well as to professors and teachers at such institutions, in connection with the commencement of courses next fall and their termination the following spring.

Fares and conditions are as follows (for teachers and students travelling from their homes in Canada to the locality in Canada in which they will attend a university, college or other educational institution).

Fare—The normal one-way fare and one-half of the class used, sufficient being added to make the fare end in 0 or 5. Minimum charge, 50¢.

Going Journey—Tickets will be issued valid for passage from July 25 to October 25 (inclusive), 1961. Going passage must commence on date of sale, unless otherwise endorsed on back of ticket, and destination must be reached not later than midnight of the tenth day after the date of departure.

Return Limit—Tickets will be valid to return to the starting point from the station at which the university, college or other educational institution is located, only within the period from April 1 to June 30 (inclusive), 1962. The original starting point must be reached prior to midnight of the tenth day after the date of validation.

Classes of Tickets—

(1) First Class: good for travel in coaches, also in sleeping cars or parlor

cars on payment of the regular sleeping or parlor car charge for the space occupied.

(2) Coach Class: good for travel in coaches, also in tourist sleeping cars (where such cars are operated) on payment of the regular sleeping car charge for the space occupied.

(3) Coach Only Class: good for travel in coaches only.

Routes—Tickets will be valid via Canadian routes only, and by the same route going and returning, except for optional route privileges provided for in tariffs.

Form of Tickets—Tickets of a special form have been furnished agents for the ticketing of this traffic. No formality is necessary in order to obtain them; agents will issue them on request.

Validation for Return—Tickets will require validation by railway agent at destination (i.e., the station serving the educational institution) by stamp and signature in the space provided therefor on the tickets, and by the signature of the purchaser, whose status as a teacher or student entitled to reduced fare transportation must be attested by the president, bursar or principal of the educational institution on a certification coupon included in the special ticket.

Stopovers—Stopovers will be allowed on notice to conductor at any regular stop en route, on the going trip, within ten days from the date of sale, and on the return trip within the final limit of the tickets.

Baggage—Baggage will be transported subject to tariff regulations.

Insect Collection Competition

The Entomological Society of Alberta is holding an insect collection competition for residents of the province. Prizes of books and collecting equipment will be awarded for the best three collections in two age groups: Juniors (shall not have attained their thirteenth birthday by October 14, 1961), and Seniors (shall have attained their thirteenth but not their eighteenth birthday by October 14, 1961). Collections must be accompanied by name, address, age and birthday of collector.

Advice on collecting and mounting may be obtained from the Department of Entomology, University of Alberta, Edmonton or from any member of the Entomological Society of Alberta. Any material help received must be acknowledged when the collection is entered.

Entries must be in the hands of one of the following by October 14, 1961: Dr. W. G. Evans, Department of Entomology, University of Alberta, Edmonton; E. Stevenson, Forest Biology Laboratory, 102 - 11 Avenue S.E., Calgary, or C. E. Lilly, Research Station, Canada Agriculture, Lethbridge.

Children's Fiction Book Prizes

Macmillan of Canada is offering $5,000 in prizes for the winning manuscripts in a new series of children's fiction to be launched in the autumn of 1962. First prize will be $2,500 of which $1,500 is an advance on royalties; second prize is $1,500, of which $1,000 is an advance; and third prize is $1,000, of which $750 is an advance.

The title of the series is "Canadian Adventure Books". The publishers are looking for lively stories with plenty of action and dialogue to appeal to young readers aged eight to ten years, ten to twelve thousand words in length, and featuring significant episodes from the lives of Canadian heroes and heroines, or adventures of fictional characters against a background of rousing events from Canadian history. Emphasis is on a good story but the purpose of this series is to encourage awareness of the Canadian heritage and to awaken pride in its moments of courage, truth, loyalty and humanity.

Anyone resident in Canada may take part. Canadian-born writers resident

abroad are also eligible. Entries must be postmarked not later than midnight, November 30, 1961. Entry forms and rules may be obtained from the publisher, "Canadian Adventure Books", Macmillan of Canada, 70 Bond Street, Toronto 2, Ontario.

Consultants for the ATA Banff Conference

The following persons have been selected as consultants for the thirteenth ATA Banff Conference, which will be held August 20 to 26, 1961 at the Banff School of Fine Arts.

Alberta Teachers' Association Policy and Administration

R. F. Staples, past president, The Alberta Teachers' Association, Westlock.

A. D. G. Yates, past president, The Alberta Teachers' Association, Edmonton.

Curriculum Development

Dr. H. T. Coutts, dean, Faculty of Education, University of Alberta, Edmonton.

N. M. Purvis, associate director of curriculum, Department of Education, Edmonton.

Educational Publicity and Public Relations

Richard L. Hildwein, College of Journalism and Communications, University of Illinois, Urbana.

1961 By-Law Amendments

Eight electoral ballots were approved by the 1961 Annual General Meeting. The major changes in the General By-laws of The Alberta Teachers' Association made by electoral vote were as follows.

- By-law 3(1) was amended to delete the requirement for issuance of a certificate for membership and to extend the period a member shall remain in good standing until two months following termination of contract.

- By-law 3(5) was amended to delete the requirement for issuance of an official certificate of membership.

- By-law 3(6) was amended by reducing from six to four months the period for which a provisional member (students in the Faculty of Education) shall remain in good standing after the close of his teacher training program.

- By-law 5(1) was amended by changing "Section 11" to read "Section 13". The reference is to *The Teaching Profession Act.*

- By-law 6 was amended to give the Executive Council the right to levy an assessment not exceeding $5 per week per member in case money is needed for an emergency that exists.

- By-law 38(1) was amended to change the beginning of the term of office of district representatives and elected officers from Easter to the first of July following the regular annual election.

- The new by-law 45 provides for the issuance of membership cards in lieu of the publication of a voters' list.

- By-law 59 was amended to effect the installation of newly elected officers as of the first of July following the annual election.

THE ATA NEWS BEAT

Accreditation

The ATA Accreditation Committee met on May 13. Considerable progress is being made on the criteria, privileges, and procedures involved in accreditation. During the month, a provincial committee on accreditation was formed by the Department of Education. Its function is to advise the Minister. The members are: Dr. T. C. Byrne, Dr. R. E. Rees and M. L. Watts of the Department of Education; Dr. J. W. Gilles of the Faculty of Education; Mrs. R. V. McCullough of the home and school organization; E. Parr of the Alberta School Trustees' Association; and R. F. Staples, S. G. Deane and Dr. S. C. T. Clarke of The Alberta Teachers' Association. This committee started to work on May 29 with a full-day meeting and expects to hold another meeting in June. It examined the privileges attendant on accreditation.

According to the Minister of Education speaking at the conference of the Alberta Education Council, the problems connected with the introduction of accreditation are threefold. First, the public must understand what accreditation is. Some people think it is a magic wand which will end all educational difficulties. Second, accreditation must not produce a double standard of education in the province; non-accredited schools should receive special assistance in their educational program. Third, students must be able to transfer from accredited to non-accredited schools, and vice versa, without undue difficulty.

The Alberta Teachers' Association is planning a further monograph on accreditation, devoted to criteria, privileges, and procedures, for this fall, and the ATA Accreditation Committee will continue to function.

Professional Load

The ATA Professional Load Committee met on Saturday, May 27 to begin work on the important task of discovering what teaching load the membership is carrying and attempting to assess what a fair professional load might be. ATA members with a wide range of teaching responsibilities are represented on the committee, which has been selected from all areas of the province. The members include: Mrs. Patricia M. Calvert of Lamont School Division, Jean Marshall of the Calgary Public Schools, Fiona Milne of Medicine Hat School District, Edward Raitz of the Leduc School Division, Hugh Doherty of Peace River School Division, William Jallep of Crowsnest Consolidated School District, and Alex Deleff of Neutral Hills School Division. The committee chairman is L. Jean Scott, executive member from Edmonton City. The day was spent in attempting to list all the factors that make up a professional load. Once this task has been completed, the committee will be faced with the necessity of incorporating these into a questionnaire to measure the prevalence of these factors in the work teachers are doing in the classroom. The questionnaire will then have to be tried out on the ATA membership, redesigned as necessary, and then used to measure teaching load.

Fall Convention Secretaries' Meeting

Sixteen secretaries of ATA fall conventions met with staff officers in Barnett House on May 6. Representatives from the Faculty of Education, the Department of Education, and the Alberta School Inspectors' Association, were also in attendance.

Conventions are an important form of inservice education and their programs should offer teachers inspiration at a high level. The adoption of broader aims for conventions will be required so as to develop greater enthusiasm among teachers and this, in turn, will encourage greater teacher participation in program planning.

In recent years a great deal of criticism has been levelled at our conventions. Attendance is said to be poor.

Some conventions, perhaps because of their size, are accused of failing to appeal to a large number of teachers. Despite such criticisms the convention secretaries recommended continuance of our present two-day convention schedule and opposition to any pressure towards cutting down on convention time. Rather, they thought convention programs should be improved so that teachers, trustees and the general public could be made to realize that conventions are one important means of improving educational instruction.

The role of the superintendent, the Department of Education and Faculty of Education representatives, and the ATA guest speaker provoked considerable discussion. The superintendent and high school inspector are members of convention planning committees, act in a leadership capacity, and are resource personnel available as consultants. The faculty and departmental representatives may be used as speakers at general sessions or act as consultants in group discussions. The ATA guest speaker is primarily used to give the keynote inspirational address and as banquet speaker and may also be a consultant. Convention officers ought to make certain that speakers are advised, well in advance, of the role each is to play.

It is expected that specialist councils will be able to assist with convention programs in the future. Development of activities in specialized fields will provide material, topics, and discussion leaders for use at conventions.

Two other suggestions resulting from the meeting should be noted. It went on record as favoring inviting trustees to attend. This is one public relations activity that has been overlooked by many conventions. The second was that consideration be given to dispensing with much of the strictly Association business now conducted at conventions. In most cases local associations can and should hold business meetings at other times.

One major step taken by the group was the approval of a constitution suitable for all convention organizations. A draft copy was discussed and several amendments were suggested. After it has been approved by the Executive Council it will be submitted to all convention committees for consideration. Its adoption will provide a framework within which a convention committee can operate successfully.

Western Canada Conference on Teacher Education

Each year, representatives of the departments of education, teacher education institutions, and teachers' organizations meet to study teacher education. The theme for this year's conference, attended by President McDonald and Executive Secretary Clarke, was "Two years in '62", meaning that it was proposed that each province press for a minimum of two years of teacher education with these programs to start in 1962. The conference was held in Saskatoon, May 25-27.

By the courtesy of the Saskatchewan Teachers' Federation, delegates were taken to the South Saskatchewan dam site. This earth-fill dam is a most impressive project, which will be a tremendous boon to the life of the people of Saskatchewan.

In your behalf

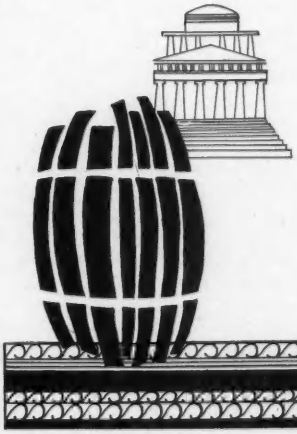
During May, Dr. Clarke has been kept busy with grievances: principals demoted, teachers dismissed, teachers threatened, and other difficulties. He visited, along with District Representative Earle Guertin, the Fort Vermilion Local and had the pleasure of attending a meeting of the executive committee of the local and a meeting of the teachers. On May 2, the Ethics Committee met, and on May 4, Dr. Clarke attended a full-day meeting on vocational education called by the Edmonton Public School Board. He spoke to the Olds Local's annual banquet; to a Camrose City Sub-local meeting; to the Fairview Home and School Association; and participated in a panel at the conference of the Alberta Education Council in Red Deer.

Mr. Seymour attended six meetings connected with three disputes, and three area negotiating conferences during the month. He conferred with our new executive assistant, M. T. Sillito, and with W. R. Gordon, assistant general secretary of the Manitoba Teachers' Society. On May 5, he spoke to the Salisbury High School graduands at their commencement. During May Mr. Seymour had a little over a week's holiday.

Mr. Eyres attended meetings of the board of directors of the credit union, the TRF board, the bonspiel committee, and the TRF finance committee during May. On May 15, he spoke to the Lindsay Thurber Composite High School Sublocal on pensions. The last two weeks of May he was on holidays.

During May, Mr. Ingram attended meetings of the Inservice Education Committee, the ATA Ethics Committee, the CEA Short Course Planning Committee, the ATA Scholarship and Loan Committee, and the ATA Curriculum Committee. He attended five meetings of executives of specialist councils. The annual meeting of the Alberta Education Council, reported elsewhere in this issue, occupied much of his time. On May 13, he convened a meeting of the six professional development consultants. From May 20 to 26, he attended the CEA Short Course for Canadian School Superintendents and acted as consultant in group dynamics.

Mr. McFetridge drove over 5,000 miles in attending nine area negotiating conferences during May. Along with Mr. Seymour, he conferred with W. R. Gordon of the Manitoba Teachers' Society. He had one conciliation board meeting and a meeting of the committee on professional load during the month.



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NEWS FROM OUR LOCALS

Review of activities in Acadia

Several projects have been undertaken by the Acadia Local during the current term. A committee of Mrs. Frances Adams, Mrs. Rose McDonald, Mrs. Janet Peers, and Jerry Wichlinski was appointed to study and make recommendations concerning the revision of elementary report cards in the school division. A divisional testing program in mathematics - science was organized in the junior and senior high school. Because of the interest shown by elementary teachers, divisional testing in arithmetic was arranged for Grades III to VII. In February, the local sponsored a bonspiel and turkey dinner at which members of the divisional board and their wives were guests. The organization of the track meet to be held in June at Acadia Valley was placed in the hands of committee members Mrs. Gertrude Niwa, Marshall Dzurko and J. M. Holmes.

Superintendent discusses school organization

Feature speaker at the regular meeting of the Crowsnest Pass Local on May 24 was M. D. McEachern, superintendent of the Crowsnest Consolidated School District. His topic was "Organization", particularly in regard to individual differences in pupils. Mr. McEachern touched briefly on such things as the Joplin Plan, homogeneous groups and continuous progress plans.

Teachers hear AGM report

Teachers present at the joint Myrnam-Derwent Sublocal meeting held at Derwent in May heard Con Lutic, Two Hills Local councillor, report on the proceedings at the 1961 Annual General Meeting. The new Professional Relations Commission, developments in the teachers' pension plan, the improvement of professional standards, the new Barnett House, an apprenticeship plan for teachers, and resolutions were some of the topics highlighting Mr. Lutic's report.

Cameron recommendations discussed

At a meeting of the executive of the Peace River Local held in Dixonville on May 9, the teachers studied reports on the curriculum resolutions of the Cameron Commission. It was also agreed by the executive that the local would pay half the expenses of high school students who are chosen to attend the UNESCO Science Seminar at the University of Alberta, Edmonton. Garry Shilliday was chosen to attend the Banff Conference in August. Arrangements for the regional track meet on June 3 completed the business of the meeting.

Recapitulation of year's activities

The Lethbridge Local has held two general meetings and the local executive has met six times during the year, while regular monthly meetings were held by each of the three sublocals.

The local's annual Grade IX scholarship of a value of about $30 was awarded to John Friesen of Coaldale. Another annual award, the Owen Williams Memorial Trophy, was won by Mrs. Irene McKanna's Grade II class from Sunnyside School.

The local's responsibility for the Grade V and VI section at last year's convention was arranged for by its convention committee representatives, Peter Slemko and Sverre Solberg. At convention time also, retiring teachers, Mrs. Mina Jackson, Mrs. Harriet Heath, Mrs. Elsie O'Hare, and Edna McVeety, were honored and presented with gifts. The annual institute was carried out in cooperation with the principals' association, and induction ceremonies were held in all sublocals. As part of its public relations program for the year, a banquet was arranged during Education Week at which Senator Donald Cameron was guest speaker. Charles Burge chaired

CALGARY SEPARATE SCHOOL BOARD

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Department of Extension
University of Alberta
Edmonton, Alberta

Retired Teachers Meet

The Alberta Retired Teachers' Association, with groups in Calgary and Edmonton, has as one of its principal objectives the possibility of obtaining coverage for retired teachers in Medical Services (Alberta) Inc. at group contract rates. There is a growing movement among large employers to get their members back under various insurance schemes to which they were accustomed while in active service, and the retired teachers' group, prompted by the realization that teachers on retirement are likewise cut off from these benefits at group rates and have to pay increased rates for individual contracts, is undertaking a province-wide canvass. All retired teachers are urged to complete the application forms which have been distributed and to return them to Miss Lilian G. Parnell, 10645 - 125 Street, Edmonton. To be eligible for contract rates, 75 percent of the total number of persons in the group must sign up and an arrangement has been made whereby MSI fees can be deducted from pension cheques.

At the first meeting of the Calgary group of the Alberta Retired Teachers' Association on January 23, James C. Laing was elected as president and Miss Jessie W. Maxwell as secretary-treasurer. Miss Marguerite Fraser, Mrs. Inez Ferguson, B. L. Cook, and Charles F. Reilly were named to complete the executive at the second meeting on February 20. An enjoyable business and social evening was held on April 20 at which Miss Eva Jagoe spoke on pension matters and answered some questions for the members on obscure points. Frank Hoskyn brought greetings from the Calgary City Local of The Alberta Teachers' Association. The Calgary group's membership includes 60 out of a possible 83, a gratifying response to the initial organizing effort.

The Edmonton group completed its activities for this "term" with a coffee party in the Hudson's Bay Auditorium on June 1, at which this year's "graduands" from the Edmonton teaching staff were guests. Progress reports showed that the membership has tripled during the past year. Guest speaker E. E. Hyde dealt with recent changes in pension regulations and B. Hager reported on progress toward establishing an MSI group of retired teachers. Three young people, winners in the Edmonton Community League's talent contest, entertained with excellent musical numbers.

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the banquet committee. Studies of Chapter 12 of the report of the Cameron Commission were undertaken at sublocal level, and a committee of A. F. Blakie, George Hanna, Darrel Peterson, and Don Wilkie is making a compilation of the studies.

John Moshurchak was local delegate to the 1960 Banff Conference and reported at meetings of all sublocals. D. R. Baldwin attended the secretaries conference arranged by head office in Edmonton.

The annual track meets, organized, financed and conducted by the sublocals were held at Picture Butte, Coaldale and Park Lake, and the Lethbridge Northern Sublocal sponsored a one-day bonspiel. The local was pleased to note success in its efforts to have Education 476 offered as an evening credit course in Lethbridge. Standing committees have been appointed on salaries and public relations, chaired by E. Gregorash of Coaldale and Mrs. Marion Court of Picture Butte, respectively.

THE MAILBAG

Teachers' opinions needed

To the Editor—

How can we teachers get some measure of control over the type of buildings which are being erected lately? . . . The absence of cloakrooms with hooks for tots' coats . . . is very poor economy. . . . Other conveniences are being deleted too. . . . Junior grades are chiefly affected and probably this is why our gentle voices have not been heard. . . . Another new building is in the offing here and we will be so disappointed if it has the same objectionable features.

—E. R. M.
Red Deer

Editor's Note—Have you approached your superintendent with your views about the plans for elementary schools? Some school boards establish committees including teachers to advise concerning such plans.

FAIRVIEW SCHOOL DIVISION No. 50

Applications are requested for the following staff appointments for 1961-62:

Supervisor of Instruction (Grades I - IX)

Applications from either male or female teachers will be given consideration. Salary as per schedule with extra allowances for supervision and travelling.

Principal

Hines Creek, junior and senior high school, supervisory allowance for ten teachers.

French Teacher

Fairview High School, opportunity to specialize in teaching this subject.

Other

Additional staff personnel will be required for positions on the staff of the Fairview and Hines Creek High Schools.

Particulars for the above positions will be supplied on request from—

C. E. Lee
Secretary-Treasurer
Fairview School Division
Fairview, Alberta

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Spring Convocation. 1961
University of Alberta

Students in the Faculty of Education listed below, were granted the following awards and degrees at the University of Alberta Convocation, held in Edmonton on May 25, 1961. The students were presented to Convocation by Professor W. D. McDougall, head of the Division of Elementary Education, with the exception of those receiving degrees of doctor of education and master of education who were presented by Professor A. G. McCalla, dean of the Faculty of Graduate Studies. Degrees were conferred by His Honor Judge L. Y. Cairns, chancellor of the University.

GRADUATE AWARDS (open in two or more fields of study)

PROVINCE OF ALBERTA GRADUATE FELLOWSHIP

Thomas B. Greenfield, Vancouver
(Educational Administration)

PROVINCE OF ALBERTA GRADUATE SCHOLARSHIPS

Erwin Miklos, Edmonton
(Educational Administration)
Lloyd W. West, Edmonton
(Educational Psychology)

THE FRANCIS F. REEVE FOUNDATION INTERSESSION BURSARIES

David R. Olson, Edmonton
(Educational Psychology)
Michael E. J. Orme, Edmonton
(Educational Psychology)
Michael Skuba, Smoky Lake
(Educational Administration)

FRIENDS OF THE UNIVERSITY INTERSESSION SCHOLARSHIPS

Jean A. Young, Edmonton
(Elementary Education)

GRADUATE AWARDS (Education)

THE ALBERTA TEACHERS' ASSOCIATION FELLOWSHIP IN EDUCATION

Michael Skuba, Smoky Lake

THE CLARENCE SANSOM SCHOLARSHIP IN EDUCATION

Kathleen Isabelle Kennedy, Red Deer

THE CANADIAN TEXTBOOK PUBLISHERS GRADUATE FELLOWSHIP IN EDUCATIONAL ADMINISTRATION

Steve N. Odynak, Lac la Biche

THE INTERNATIONAL NICKEL COMPANY OF CANADA GRADUATE FELLOWSHIP IN EDUCATIONAL ADMINISTRATION

Ray Francis Harvey, Saskatoon

THE W. K. KELLOGG FOUNDATION FELLOWSHIPS IN EDUCATIONAL ADMINISTRATION

Dennis Dibski, Kingman
Eric George Hohn, Roundhill
Arthur Loewen, Duchess
Steve N. Odynak, Lac la Biche
Nunham G. Stanford, Rolling Hills
Philip John Warren, Newfoundland

AWARDS TO GRADUATING STUDENTS

THE CLARENCE SANSOM MEMORIAL GOLD MEDAL IN EDUCATION

Kathleen Isabelle Kennedy, Red Deer

THE EDMONTON HOME ECONOMICS ASSOCIATION PRIZE

Vera Alice Cameron, Edmonton

FIRST CLASS STANDING AND HONOR PRIZES

Fourth Year:

*Shawne Allen, Calgary
*Anne H. de Leeuw, Edmonton
Kathleen I. Kennedy, Red Deer
John C. MacDonnell, Cochrane
Donald I. Torstensen, Millet

***University of Alberta Honor Prizes**

DEGREES

ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

August William Bruns, B.Ed.
John Harvey Finlay, B.Ed.
Robert Ritchie Fisk, B.A., B.Ed.
Marion Elizabeth Foster, B.Ed.
Thomas Barr Greenfield, B.A.
Ernest John Ingram, B.Ed.
George Kravetz, B.Ed.
Archie Durward Marzolf, B.Ed.
David William Menear, B.A., B.Ed.
Warren Louis Ogilvie, B.Ed.
Robert Steven Patterson, B.Ed.
Lorne Duncan Stewart, B.Ed., B.A.
Eugene Wasylyk, B.Ed.

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Anne Pauline Ross Anderson
Muriel Elizabeth Barber
Margaret Patricia Jan Browne

Agnes Gladys Buckles
Hilda Buza
Margaret Julina Calderwood
Frances Violet Capp
Maureen Lilian Christian
Arline Edna Crockford
Myrtle Jones Delany
Betty Ewart Evans
Margaret Rose Fair
Ann Marie Gaszler
Marie Ella Gazdarica
Janet Caroline Hammond
Isabelle Loretta Hoeber
Frances Mary Ellen Kapchinsky
*Heidi Judith Kass
Isobel Doreen Kennedy
*Kathleen Isabelle Kennedy
Stella Helen Lazaruk
Mary Alice Lorraine Likuski
Audrey Margaret McBrien
Viola Jean McNaughton
Georgina Joyce McPheeters
Janet Catherine Neil
Florence Eileen Otto
Wilma Katherine Palmer
Elfleda Eltheo Peirce
Florence Rubin
Margaret Anne Ryder
Beverly Faye Simmons
Lorraine Margaret Smallwood
Muriel Corinne Torgunrud
Andrena Tweedie
Kathleen Joy Vickery
Gail Julia Vincent
Mary-Rose Warren
Elizabeth Marian Whitney
Elsie Joan Wilby
Ruth Oneta Williger
Beverly Joan Nygaard Wilson
Karen Ann Wolf
Geraldine Ann Marie Yagos
Wayne Douglas Armitstead
Sine Awid
Michael Albert Beauregard
Donald Anthony Campbell
John Dennis Collins
James Garvey Donlevy
Harold Alexander Greer
Lawrence Leon Harker
Henry William Hodysh
Marvyn William Hogenson
Reginald Dale Jackson
James Perry Jones
Donald Wilson Knowles
Stewart Charles Knox
Walter Kunkel
Steve Lobay
Herbert Malcolm Lott
Ernest George Mardon
Raymond Philippe Messier
John Mah Ming
Walter Garry Mitchell
Leo Joseph Mohler
Walter Muir
Leo Narcisse Peltier
Keith Sheraton Robson
Father Henry Schaberger
Father John Edward Schofield
John Wendele Shields
Robert Albert Stearne
Keith Philip Sterling
Charles LeRoy Strickland
Waldemar Renaldo Unruh
Gary Conrad Vernon
Frank Warwick
Richard Lee Yuen

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ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

Glenn Howard Allen
Donald Ivar Torstensen

THREE HILLS SCHOOL DIVISION No. 60

Applications are invited to fill positions on the staff of the Three Hills School Division No. 60 effective September 1, 1961, at the following levels:

SENIOR HIGH

Commercial, Science
Mathematics, English
French, Social Studies

OPPORTUNITY CLASS

One new position

Salary schedule under negotiation. Several teacherages available.

Application form and salary schedule will be forwarded upon request to:

L. P. Sampson,
Superintendent of Schools,
Three Hills School
Division No. 60
TROCHU, Alberta.

WESTLOCK SCHOOL DIVISION No. 37

Will be needing—

√ Teachers for French, Junior High and Senior High, Westlock

√ Teacher of eleven-pupil Adaptation Room

√ Teacher of Hutterite School ($300 bonus), Residence

√ Principals of three-four roomed schools. Modern residences and several desirable elementary rooms at graded centres

Preference given to two or more years' training. 1960-61 Salary Schedule of $2900-$8000 likely to be improved shortly.

Apply to—

John Cameron, Secretary
Westlock School Division
Westlock, Alberta

Teachers Awarded Life Memberships

Certificates of life membership have been presented to the following teachers who retired at the end of the 1959-60 school year and who had 20 or more years of teaching service in Alberta. Several of the awards, as noted, were made posthumously.

Name	District, Division or County	Address	Years of service in Alberta
Florence Anderson	Provost 33	Hughenden	36.2
Beatrice Ankill	Pincher Creek 29	Pincher Creek	21
*Peter Boldt	Cardston 2	Coaldale	30.6
Priscilla I. Brinton	Vegreville 19	Vegreville	43.2
Susan B. Brushett	Edmonton 7	Edmonton	43.8
A. V. Cameron	Edmonton 7	Vancouver, B.C.	40
Melba E. Carlson	West Jasper Place 4679	Edmonton	23.2
Helen H. Chalmers	Edmonton 7	Edmonton	37.2
Florence Chase	West Jasper Place 4679	Scotland	30.9
Robert G. P. Cochran	Hanna 2912	Hanna	41.7
A. H. Dakin	Edson 12	Vancouver, B.C.	41.4
Kathreen Davis	Drumheller 2472	Calgary	39.8
Marie C. D. Dolhagary	St. Albert 3	St. Albert	38.3
Charles C. Douglas	Bowness 4590	Calgary	24.8
Olive A. Dwyer	Drumheller 2472	Drumheller	35.6
J. H. Folkard	Calgary 41	Port Alice, B.C.	39
Marguerite Fraser	Calgary 19	Calgary	45.5
Olive Gardner	Medicine Hat 76	Medicine Hat	33.6
*Donald H. Gilchrist	Castor 27	Castor	33
John R. Hunter	Edmonton 7	Edmonton	33.3
Harriett E. Inkster	Edmonton 7	Edmonton	43.5
Mina A. Jackson	Lethbridge 7	Lethbridge	39
Mary L. Kadlec	Lethbridge 51	Lethbridge	44.4
M. T. King	Warner 5	Raymond	33.1
R. A. Leadlay	Provost 33	Hughenden	41.3
Margaret Livingstone	Edmonton 7	Edmonton	43.4
*Michael Lucavietski	Edmonton Separate 7	Edmonton	30.9
Lolo Mabey	Wainwright 32	Chilliwack, B.C.	39
Albert E. Might	Edmonton 7	Edmonton	38.5
Claude Murray	Edmonton 7	Oshawa, Ontario	40.4
Beatrice McCutcheon	West Jasper Place 4679	Edmonton	38.3
Kathleen E. McHugh	Leduc 49	Leduc	38
D. F. McLeod	Wetaskiwin 10	Falun	34.4
*Ivan J. McManus	Calgary Separate 1	Calgary	39.8
Catherine J. McMillan	Edmonton 7	Edmonton	46
Edna McVeety	Lethbridge 7	Coaldale	32
S. Mona Newton	Peace River 10	Brownvale	22.3
Elsie F. O'Hare	Lethbridge 7	Coalhurst	34.8
M. Ethyle Parken	Three Hills 60	Calgary	23.8
W. M. Pecover	Calgary 19	England	33.7
Nicoline C. Rathwell	Red Deer 35	Sylvan Lake	25.2
Leonora M. Ray	Bowness 4590	Calgary	33.2
Naomi E. Riedel	Fairview 50	Fairview	27.2

Margaret F. Roy	High Prairie 48	Grimshaw	33.7
Grace Shamper	Calgary 19	Saint John, N.B.	38.9
Iva E. Smith	Leduc 49	Edmonton	33.4
Laura Vera Staples	Calgary 19	Calgary	37.5
H. W. Taylor	Bonnyville 46	Trinity Bay, Nfld.	34.6
Marjorie Vearnals	Three Hills 60	Kentville, King's County, N.S.	41.4
Margaret H. White	Calgary 19	Calgary	35.3
G. Jean Whitehead	Edmonton 7	Edmonton	37.3
Margaret C. Wylie	Calgary 19	Calgary	39
Inez M. York	Wheatland 40	Williams Lake, B.C.	39.7
Mabel E. Young	Edmonton 7	Edmonton	34.4
Ralph E. Zuar	Edson 12	Evansburg	21.6
Sr. Mary Benedict	St. Martin's Separate 16	Prince Albert, Saskatchewan	25
Sr. A. Felicitas Fortier	Lethbridge Separate 9	Combermere, Ont.	39.5
Sr. E. E. Hickey	Calgary Separate 1	Calgary	41
Sr. M. Alice O'Mahoney	Edmonton Separate 7	Edmonton	33

*Awarded posthumously

In Memory

Deaths reported to the office since our last listing are as follows. The school district, division or county named is that in which the teacher was last employed.

*Florence L. Alexander, Calgary School District No. 19, December 20, 1960.

Marguerite Black, Calgary School District No. 19, February, 1961.

*Peter Boldt, Cardston School Division No. 2, January 19, 1961.

*Sidney T. Bowden, Calgary School District No. 19, December 31, 1960.

*Maude A. Brown, Edmonton School District No. 7, February 17, 1961.

Minnie E. Cameron, Calgary School District No. 19, February, 1961.

*C. G. Elliott, Edmonton School District No. 7, October, 1960.

*G. G. Harman, Edmonton School District No. 7, May 26, 1961.

Waldemar Lakusta, Lamont School Division No. 18, February, 1961.

*James McCrea, New Vegreville School District No. 1480, November 27, 1960.

*Mary E. McIvor, Edmonton School District No. 7, September, 1960.

*Annie E. McKelvey, Calgary School District No. 19, January 13, 1961.

Audrea McLachlan, Lamont School Division No. 18, November 17, 1960.

Michael Melnyk, Beaver County No. 9, January 29, 1961.

Donald L. Raine, Edmonton School District No. 7, September, 1960.

Doris Eleanor Raine, Edmonton School District No. 7, September, 1960.

Robert G. Roberts, Calgary School Division No. 41, December 20, 1960.

*A. J. Watson, Lethbridge School District No. 51, May 20, 1961.

Vera F. Yates, West Jasper Place School District No. 4679, February 20, 1960.

*James A. Younie, Edmonton School District No. 7, May, 1960.

*Sr. M. Louise Bonneur, Clover Bar School Division No. 13, December 20, 1960.

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*Pensioners

Education — Measure of a Nation

(Continued from Page 9)

It is a spiritual essence that is never paid for and delivered, but always is in the process of being purchased. Always the price is dear in terms of blood and sacrifice. Always the blessings are the most rewarding this side of heaven. We must not allow our youth to be overwhelmed by the swift and tremendous changes that come almost by the hour in the rush of world events. Nor must they be blinded to the eternal values.

But we must not stop with teaching about democracy. Our principles must find expression in the examples that we set and we must be alert constantly to devise and take advantage of situations and experiences that will give our youth the privilege of practising democratic principles as they seek to attain purposes which for them become dynamic, reasonable and worthwhile.

The process is simply one of reliving for ourselves and teaching our children the processes by which our nations have been built and the ideals which have given us direction. These are the elements that must be dramatized in the minds of youth so that they will eagerly commit themselves in the same way that the men and women who have gone before were committed. Our young people must have these feelings and these concepts so clearly in heart and mind that, as they learn about the heroes of old, they will feel as they did and be as highly motivated as they were to sacrifice and serve. Not only must we keep ever before us and clarify for our youth a vivid image of what democracy means, but also it is of utmost importance that we keep this image clear before the whole world.

Another vital task in meeting the challenge confronting us is that of sharpening our powers to think straight based upon the facts, and to form sound judgments. Particularly do we need to teach the how-to-think process to youth and to guide them in using this essential technique of democracy until they are thoroughly grounded in its application. If we succeed—and again we must—then our boys and girls as they grow older will not be beguiled by false doctrines or led astray by specious reasoning.

We need more facts and skills—better taught and learned—but we need much more than this to solve the complex social, economic and political problems of today and tomorrow. Actually we can't teach our youth the answers any longer. With the rapidity of change, the answers tomorrow won't be the same. I cannot stress too much the importance of teaching the techniques and means of finding sound answers based upon all of the facts and of utilizing sound techniques of straight thinking.

A friend of mine gave me this illustration to emphasize the swiftness of change nowadays. He said, "Let us imagine that the earth is 50,000 years old, and that the 50,000 years is compressed into 50 years. What then? In this context, we ceased to be cave men ten years ago; picture writing came five years ago, Christianity two years ago, the first printing press fifteen months ago, the first practical application of electricity ten days ago, the first airplane flew yesterday, radio came last night, television this afternoon, and the first commercial jet started flying since I commenced telling of this illustration.

It is said that two years from now we shall be spending 12 percent of our money for products that haven't even yet been invented. Consider what this means in preparing youngsters for the jobs of tomorrow. We must give them basic skills but teach them so that they readily make adaptations and have the know-how for solving problems, whatever they may be.

The best schools I know are meeting this challenge exceedingly well. I shall long remember my experience with high school students from good schools who were participating with me on the televi-

sion program called, "Youth Wants to Know". Among other questions I was asked how I knew that our schools were superior to those of the Soviet Union. It had been a most stimulating discussion with the students raising the most discriminating and thoughtful questions. I turned to the moderator and said, pointing to the students, "This is why; boys and girls in the Soviet Union can't think the way these boys and girls think for themselves."

More recently I had the experience of participating in a community enterprise in celebration of a very successful effort to solve certain urgent school problems. This community had been awakened in part by thoughtful boys and girls, by

Notice regarding Definition of "Teacher" for Teachers and Secretaries of School Boards

Section 2(d) of *The Teachers' Retirement Fund Act* reads (in part) as follows:

2. In this Act,

(d) "teacher" means any person who holds a valid certificate of qualification issued under the regulations of the Minister of Education and who is employed

(i) by the board of trustees of a school district or division, constituted under *The School Act* in the capacity of

(a) a teacher, or

(b) a librarian devoting his full time to the work of a school,

or by the Lloydminster Public School District and the Lloydminster Roman Catholic Separate School District in the capacity of a teacher;

(ii) as a superintendent, supervisor, principal or other such official of a school district or a school division formed and constituted under *The School Act*, and includes a person employed by the board of trustees of a school district or division constituted under *The School Act* and engaged in a non-teaching capacity, if the holding of a valid certificate of qualification issued under the regulations of the Minister of Education is required by the board of trustees as a condition of the employment and the requirement is approved by the Board of Administrators.

The Board of Administrators suggests that any teacher considering a position other than as a teacher, librarian, superintendent, supervisor or principal contact the Board regarding his position under *The Teachers' Retirement Fund Act* before he accepts it.

It is suggested also, that school boards considering appointments to positions other than those listed above, contact the Board regarding the status under this Fund of any teacher appointed to the position.

Board of Administrators
Teachers' Retirement Fund

Notice . . .

to teachers seeking a new position for the 1961-62 school year. Register by mail, telephone, or wire with the Executive and Professional Division, National Employment Service, in your area. Mailing addresses and telephone numbers of NES offices are listed below.

BLAIRMORE, Federal Building, Box 510, Telephone 2811

CALGARY, 1107 First Street S.W., Telephone AM3-0540

DRUMHELLER, Box 460, 50 Railway Avenue W., Telephone VA3-3311.

EDMONTON, 10210 - 107 Street, Telephone GA4-8281 and
University Placement Office, Administration Building, University of Alberta, Telephone GE9-4951, Local 210 or GE3-6242

EDSON, 5005 Fifth Avenue, Telephone PA3-3012

GRANDE PRAIRIE, 9922 Richmond Avenue, Telephone 4411

LETHBRIDGE, 419 Seventh Street S., Telephone FA7-8535

LLOYDMINSTER, Saskatchewan, 5006-49 Street, Telephone 3942

MEDICINE HAT, 141 - 4 Avenue, Box 788, Telephone JA6-2825

RED DEER, 4916 - 49 Avenue, Telephone 5562

their editorials, by their speeches and by their discussions of problems confronting the public schools. These youngsters at the same time were getting excellent practice in the how-to-think process and won the respect of their elders by their abilities to form sound judgments based upon the facts.

In conclusion, let me remind you of what all of us very well know—that the great teacher is the secret to a sound education. "To Teach Is To Love" is the title of a story I like very much about the career of a wonderful teacher, not because of this particular teacher, but because it tells a common story of all teachers who have understanding hearts and who have the ability to guide boys and girls toward worthwhile goals and to engender the ideals of life, as they stimulate and inspire their students toward sound academic achievement. The teacher in the story took an assignment with the toughest youngsters in New York, who came from dreadfully impoverished homes, whose parents were largely criminals, cutthroats, and prostitutes. By her magic touch, and by patiently employing the time-honored processes of the great teacher, she transformed those boys so that most of them became loyal and useful American citizens. The stories of their affection and loyalty to this teacher are touching indeed, but this is the reward that comes to every teacher who moves in the heart of his students, and who helps them become better, as the doors of learning are opened wide and as they increase in knowledge and wisdom.

Did you know that?

The United Nations Association in Canada carries on an intensive program of activities for young people and students. Some 450 student UN clubs have been organized in schools and teachers' colleges. The number is rapidly increasing. There are also UN clubs in 25 universities and in 40 classical colleges in Quebec. Yearly hundreds of high school students visit the United Nations on organized tours under the Association's auspices.

Notice regarding ATA Charter Flight to Europe

The ATA charter flight to Europe will leave Calgary on July 10, 1961 at 8 a.m. A stop will be made at Edmonton to pick up passengers from northern Alberta. The flight will be in a CPA *Bristol Britannia* and will proceed over the pole from Edmonton to London, England. The return flight leaves London, August 22.

There are a few seats available for any other members wishing to visit Europe. Accommodation is first class. The amount of the return fare is dependent on the total number going and could be as low as $430 or a maximum of $460.

Anyone wishing to take advantage of this flight should contact W. R. Eyres, Barnett House, Edmonton, immediately.

CROWSNEST CONSOLIDATED SCHOOL DISTRICT

Invites applications for the position of a full-time teacher of music in Grades 7 to 11 inclusive who will also supervise the teaching of music in Grades 1 to 6. Duties to begin September 1, 1961.

Present salary schedule from $2900 to $7900. Salary schedule for 1961-62 under negotiation.

Apply to—

L. D. Huntley
Box 568, Blairmore
Telephone 2588

ST. MARTIN'S SEPARATE SCHOOL DISTRICT No. 16

Requires for September, 1961—

One Catholic teacher, to teach Commercial and other academic subjects in high school

One Catholic teacher qualified to teach any grade from I to IX inclusive

Ability to speak French a consideration. Apply to—

M. Kawulych
Secretary-Treasurer
Box 927, Vegreville

Notice regarding Refund of Contributions

Forms for use in applying for refunds of contributions may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929-103 Street, Edmonton. The refund is all contributions and interest to the credit of the teacher's account less $10 for each year of service.

The Pension By-law

18. (d) When an application for refund is made upon retirement from service occurring after May 31 and before September 1 in any year, the repayment shall not become due before the end of that year; and in the case of every other application, repayment shall not become due until four months after the date of application.

Board of Administrators
Teachers' Retirement Fund

Notice regarding Employment by the University of Alberta

According to recent amendments to *The Teachers' Retirement Fund Act,* a teacher who is a contributor to this Fund and who becomes employed as a teacher by the Board of Governors of the University of Alberta, may, within one year of his employment by the Board of Governors, elect to continue his contributions to the Teachers' Retirement Fund.

Application to continue to contribute to the Teachers' Retirement Fund should be made to the Board of Administrators, Teachers' Retirement Fund, 9929-103 Street, Edmonton.

Board of Administrators
Teachers' Retirement Fund

Notice regarding Application for Pension by Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application.

All teachers who retire as at June 30, 1961 are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office before **June 30, 1961** if the pension is to begin as of July 1. [See 13(a)]. The application forms may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929-103 Street, Edmonton.

The Pension By-law

10. (a) Any teacher who retires from teaching service upon or after attaining the age of 60 years and who has completed not less than 15 years of pensionable service, shall be paid a pension out of the Fund upon his written application to the Board.

13. (a) Unless otherwise directed by the Board a pension shall commence on the first day of the month next following the receipt by the Board of the application, unless pensionable service is then currently accruing to the applicant, in which case it shall commence on the first day of the month next following cessation of such service; and shall accrue and be paid monthly in equal instalments on the last day of each month.

Board of Administrators
Teachers' Retirement Fund

Q & A

OUR READERS WRITE

◆ *Do any school boards in this province have a split sabbatical leave?*

We are not certain what you mean by a "split sabbatical leave". Calgary public and separate school boards have a sabbatical leave plan which permits a teacher to take sabbatical leave for a full school year or for the fall term or for the January to August term.

◆ *Is it legal for a Roman Catholic separate school board to employ a teacher of any other religious faith?*

Yes.

◆ *According to the model constitution, any teacher in a certain local and within the bounds of a certain sublocal is a member of that sublocal. However, the constitution also states that a sublocal may levy fees for membership in the sublocal association. If this is the case, is the membership fee compulsory and if a teacher does not pay that fee, is he considered a member of the sublocal?*

By-law 5 (5) of the General By-laws of The Alberta Teachers' Association provides that a member of the Association shall be required to pay such fee as the local of which he is a member may determine. Such local fee is additional to the statutory fees for membership in The Alberta Teachers' Association. If the sublocal has in general meeting set a sublocal membership fee which has been approved by the executive committee of the local, and subsequently by the Executive Council of the Association, the membership fee is compulsory and may be collected at source.

◆ *What are the legal rights of a teacher regarding the use of a strap in school?*

During school hours students are under the jurisdiction of the teachers and the principal. Both teachers and principal must act as reasonable parents would act in administering corporal punishment. Corporal punishment practised in moderation is recognized by the law as a reasonable means of correction. However, if a majority of the parents do not believe in corporal punishment, they may prevail upon their school board to make a regulation forbidding such form of punishment.

◆ *At what age can a student legally leave school?*

Generally speaking, every child must attend school from the age of seven until he attains the age of 15 or until he has passed the Grade IX examinations.

◆ *I resigned from my teaching position effective February 21 because of illness and understood that the school board would pay the salary owing to me by the end of March, but I have not received anything since I left. What should I do?*

Write to the secretary-treasurer of the board requesting immediate accounting of the salary earned by you during the period of your employment with the board, and a statement of the amount of salary paid and the amount still owing. Once you receive this information you will be able to check the board's computation and demand payment of salary owing.

If you did not miss many days on account of illness prior to your resignation, you probably taught more than 100 days during the 1960-61 school year. The amount of salary which you earned would be your annual salary rate less

For Water Safety

Last year nearly 900 men, women and children drowned in Canada. Do your part in helping to reduce Canada's annual drowning toll by learning the rules of water safety. Contact your Red Cross branch for water safety information.

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The Alberta Teachers' Association

516 McLeod Building Telephone GA 4-8061
Edmonton, Alberta

J. J. BUTCHART & ASSOCIATES

OPTOMETRISTS

Edmonton, Alberta

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Westmount Shoppers' Park, Phone GL 5-2868
J. Butchart, G. O. Haugh, E. A. Soderman
Joyce Lampard

COUNTY OF THORHILD No. 7

Applications will be received until July 5, 1961 for the position of vice-principal for REDWATER School. Salary per 1961-62 schedule now under negotiation. Duties to commence September 1, 1961. Please state qualifications and experience and forward applications to—

P. G. Woloschuk
Secretary-Treasurer
Thorhild, Alberta

PRINCIPAL

Required for STIRLING SCHOOL DISTRICT No. 647. Mathematics, Science, French. Modern new school. Teacherage with modern conveniences. Town 18 miles south of Lethbridge on main hardsurfaced highway. Send applications to—

Mrs. E. L. Christensen
Secretary-Treasurer
Stirling, Alberta

1/200 of your annual salary rate for each day not taught. It is likely that the amount of salary earned is more than the salary which you were paid because your board would have been paying you one-twelfth of your annual salary rate monthly.

◆ *Can a board lengthen the school day without the permission of the teachers?*

The length of the school day is prescribed by *The School Act*. Section 378 provides that school hours shall be from 9 a.m. to 12 noon and from either 1 p.m. to 3.30 p.m. or from 1.30 p.m. to 4 p.m. The section further provides that a board may, with permission in writing from the Minister, alter the hours of opening and closing or shorten school hours. Section 379 requires that a recess of 15 minutes in the forenoon and afternoon be allowed children attending school, excepting that a board operating a departmentalized high school may authorize the principal to shorten or to eliminate either or both of the recesses.

TV Comparisons of Teachers in Four Countries

A National Film Board production showing a day in the life of a teacher in four countries will shortly be seen on television. The production, called "Four Teachers", was filmed in Puerto Rico, Poland, Japan, and Canada. The sequence showing the Canadian teacher at work was photographed in the Montreal suburb of Ste. Anne de Bellevue. How do school environments compare? Is there a difference in teacher-student relationships? Does the course of study and interest in extracurricular activities vary greatly? A panel will discuss these and other comparisons as the scenes of school days in four corners of the world are portrayed on the screen.

The telecast is scheduled for Monday, June 26 at 10 p.m. on CBC-TV but may be at a different time on other television stations. Consult your local station for particulars.

Facts About Alberta Education

The last issue of *The ATA Magazine* reported on the brief visit (between 'planes) of three Soviet teachers. For about an hour they asked basic questions about Alberta education, some of which stumped your delegation (President Yates and Staff Officers Seymour, Ingram and Clarke). It was this experience which prompts the present report on facts about Alberta education.

Teachers—There were 11,789 teachers in Alberta in 1959-60, according to the annual report of the Department of Education. We calculate that in November, 1960, there were 12,137. Between 1950 and 1960, the number of teachers on ATA records has doubled (6,088 to 12,137). Of the 12,137 teachers at November, 1960, 30.6 percent were males. Of the female teachers, 50.8 percent were married. Of the 12,137 teachers, we find that 6,258 are paid, according to their own statement, for one year of teacher education and 3,227 for four or more years of teacher education (51.6 and 26.6 percent, respectively).

Salaries—In the school year 1959-60, one-third of the teachers received $4,000 or less, one-third, $4,001 to $5,000, and one-third over $5,000. The exact percentages, according to figures supplied by the Department of Education, were respectively 33.9, 34.1, and 32. The average salary of teachers in the same year was $4,785.94. Ten years ago, the average salary of Alberta teachers was $2,534.30. It is interesting to note that ten years ago salaries constituted just over 53 percent of total expenditures on education and that in 1959 they also constituted just over 53 percent of total expenditures. The "spiralling costs of education" cannot be attributed solely to the increases in teachers' salaries.

Students—There were 277,920 students in Alberta schools in 1959-60. This was an increase of 16,300 over the preceding year. In September, 1959, 30,617 students started Grade I, but in that year there were 38,080 babies born in Alberta. One can confidently predict continued increases in enrolment. Of the 277,920 students in Alberta tax-supported schools in 1959-60, 120,137 were enrolled in the schools of the nine cities, excluding peripheral towns around

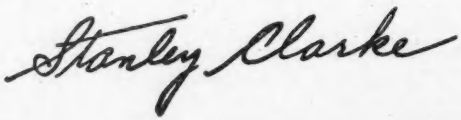
the large cities, such as Jasper Place, Beverly, Forest Lawn, and Bowness. Of the 277,920 students, 170,175 were enrolled in Grades I to VI, 67,403 in Grades VII to IX, and 40,342 in Grades X to XII. The secondary school (Grades VII to XII) enrolled 38.77 percent of the students.

Schools—There were 1,400 schools in Alberta in 1959-60. Of these, 432 had 11 or more rooms and 256 were one-room schools. The trend over the last few years is for a sharp increase in large schools and a sharp decrease in one-room schools. The 1,400 schools contained 10,066 classrooms, of which 5,843 were for elementary (Grades I to VI) students.

Expenditure—In the year 1959, the total expenditure in tax-supported schools was $90,325,929. Of this, $40,243,253 was government grant, $46,671,466 came from requisitions, and the balance from tuition fees and miscellaneous sources. Some major items of expenditure were teachers' salaries, $49,127,753; debenture payments, $10,480,794; transportation and maintenance of pupils, $8,682,988. The per pupil expenditure was $325, of which $176 went to pay teachers' salaries.

Examinations—There were 18,252 students who wrote the Grade IX examinations in June, 1960. Of these 930 (5.1 percent) obtained honors, 15,473 (84.77 percent) obtained pass standing, and 1,849 (10.13 percent) failed. There were 12,440 candidates who wrote Grade XII papers in June, 1960. Papers were written in these numbers: English 30 (9,211), Social Studies 30 (9,199), Chemistry 30 (6,496), Mathematics 30 (6,069), Biology 32 (5,918), French 30 (5,384), Physics 30 (2,943), Latin 30 (390) and German 30 (303). In 1959, there were 5,204 high school diplomas issued.

Figures make dull reading, but the above constitute some basic information about the schools in the Province of Alberta. Your secretary could still be stumped by some questions not anticipated in the above facts.



Civics and Citizenship

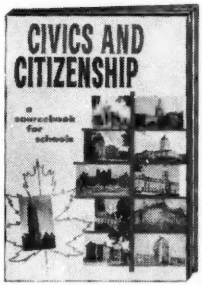
A SOURCE BOOK FOR SCHOOLS

By

L. D. BAKER
Associate Professor of Education, University of Manitoba

J. M. BROWN
Professor of Education, University of Manitoba

"The new citizenship booklet introduced in schools in the fall of 1960 has been enthusiastically received by teachers and the public generally. It provides source materials for classroom use upon the development of democracy within the Commonwealth, upon the functions of the federal, provincial, and municipal governments in Canada, upon the meaning of Canadian citizenship, and includes details upon the Union Jack, flag etiquette, and the numerous emblems used in Canada and the various provinces. Furthermore, it contains sections upon the organization of the United Nations, the treaties which preceded its formation, and the text of the Declaration of Human Rights.



"The need for an understanding of one's freedoms and responsibilities as a Canadian citizen has never been felt as urgently as it is today. This booklet supplies a fund of information and a message which leave no doubt as to our democratic heritage and our responsibilities as citizens in maintaining and extending the principles we have inherited. The booklet was first conceived as an outgrowth of a publication on citizenship in Manitoba, and in its development has received the co-operation of the Departments of Education in Alberta and British Columbia."

H. JANZEN,
DIRECTOR OF CURRICULA,
PROVINCE OF SASKATCHEWAN

Recommended as a Source Book for Teachers by Departments of Education in Alberta, British Columbia and Saskatchewan.

THIS BOOK CONTAINS VALUABLE INFORMATION FOR ALL CANADIANS

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